Human Societies
SOCI 1301.005
Spring 2020
Tu/Th 11:00 am – 12:15 pm
Room: CI 106

“My students often ask me, ‘What is sociology?’ And I tell them, ‘It’s the study of the way in which human beings are shaped by the things that they don’t see.’”
--Dr. Sam Richards

Instructor Information: How You Can Get in Contact with Me!

Name: Daniel Bartholomay, Ph.D.
Pronunciation: (Dan-yull Bar-thawl-oh-may)
Pronouns in Use: He, Him, His
Office: Bay Hall 355A
Office Hours: Tu/Th 12:30 – 1:30 pm; W 12 pm – 3 pm, or by appointment
Email: daniel.bartholomay@tamucc.edu

Office hours are an opportunity for you to talk to me in person if you have any questions, comments, or concerns about the course. Please take advantage of them! You can either stop by my office during my scheduled office hours or contact me to schedule an appointment. I am always happy to help students better understand sociology, and meeting during office hours is a great way to do that!

Course Description: What This Course is About

This course will introduce you to the science of sociology. In the words of sociologist Dr. Sam Richards, sociology is “the study of the way in which human beings are shaped by the things they don’t see.” In other words, this course will introduce you to the science of understanding the causes and effects of taken for granted social interactions and relationships in society. Understanding these patterns of human behaviors enable sociologists to study and solve social problems including poverty, racism, sexism, and homophobia. So, if you enjoy people watching, problem solving, and/or helping others, sociology may be a great fit for you!

HOWEVER... developing a sociological mind is not a simple task! Learning and applying sociology to your own lived experiences will likely challenge many deep-seated ideas and beliefs you have coming into this course. But, if you really apply yourself and are willing to question how you came to understand the world you and I live in, sociology can provide you with a new, powerful lens through which to view and comprehend social life. I strongly encourage each and every one of you to embrace this challenge, and to see how studying (and maybe even majoring in) sociology can benefit your personal, academic, and professional lives.
Learning Objectives and Skill Development:

What You Will Accomplish through This Course

Upon completing this course, you will be able to:

1) Describe the basic concepts, methods, and theories used in sociology
2) Identify the interconnected relationship between individuals and society
3) Develop science-based arguments to support their ideas
4) Analyze the causes and effects of social inequalities and offer solutions to these problems
5) Identify ways in which sociology can be used in your own life

This course will help you progress in your ability to:

1) Think critically:
   • Evaluate/analyze social science research
   • Discuss social theories and distinguish evidence-based arguments from those based on values and personal experiences

2) Create knowledge:
   • Synthesize and integrate information from a variety of sources
   • Pose questions that follow from existing research
   • Link individual life experiences to course concepts
   • Formulate and communicate conclusions to others

3) Solve problems creatively:
   • Think about social inequalities and their solutions in multiple ways
   • Seek information from a variety of sources

4) Communicate:
   • Summarize and critique conclusions from research through effective communication to classmates
   • Engage with other learners through active listening and sharing ideas
Course Structure & Requirements: How You Will Succeed in This Course

Required Text

- *Introduction to Sociology, 2nd Edition*, by OpenStax. [https://cnx.org/contents/AgQDEnLL@13.6:TrIRM88K@9/Introduction-to-Sociology](https://cnx.org/contents/AgQDEnLI@13.6:TrIRM88K@9/Introduction-to-Sociology)

This is an online open-access textbook, which means it is available online free of charge to students. You may access the text anytime, anywhere by clicking the link, above. Links for the assigned readings from this text are posted on our Blackboard course website, and they are also included on this syllabus in the Course Schedule (page 9).

The use of open-access materials has been shown to improve student learning. While I like many aspects of this text, it is not a perfect fit for our purposes, so I will be supplementing your reading with other materials. These will all be free and accessible through our course website.

Course Website

- All grades, readings, assignments, and supplemental materials will be provided through our Blackboard course website. As such, to do well in this course, you will need to have reliable internet access and a solid understanding of how to navigate the Blackboard system. If you are unfamiliar with Blackboard, I recommend you review the helpful resources available here: [https://iol.tamucc.edu/bb_resources_students.html](https://iol.tamucc.edu/bb_resources_students.html)

Accessibility Services

- Please don’t hesitate to inform me if you have any impairments or disabilities that could affect your ability to succeed in this course. If you haven’t already, I’d be happy to get you connected with the excellent resources available at Disability Services in Corpus Christi Hall 116. Phone: (361) 825-5816 [https://disabilityservices.tamucc.edu](https://disabilityservices.tamucc.edu).

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please call or visit Disability Services at (361) 825-5816 in Corpus Christi Hall 116. If you are a returning veteran and are experiencing cognitive and/or physical access issues in the classroom or on campus, please contact the Disability Services office for assistance at (361) 825-5816.

Come to class Prepared and ready to Participate!

- This course is designed to be very interactive! It will be difficult to engage in meaningful discussion if assigned readings, videos, and other coursework are not viewed/completed on time. You are expected to view/complete ALL of the assigned videos and readings for each week prior
to Tuesday’s class. For example, all of the assigned content for Week 2 should be read/viewed before class on Tuesday, January 28. Given the structure of this course, students will benefit greatly from attending class consistently and by completing assigned readings before class.

We don’t all need to agree, but we do need to treat each other with Respect.

- We will be discussing some complex issues that will likely spur debates and differing points of view. That said, this classroom is a safe space, meaning we will treat each other with respect and integrity. Anyone who speaks or acts in a hostile or disrespectful manner will be asked to leave and will not be eligible to receive any points that may be earned for that class period. This should not discourage students from presenting questions or perspectives that contradict those of others. However, when speaking in class, we all need present our perspectives and questions in a way that is inquisitive and conducive of learning rather than combative or condescending.

Classroom Etiquette

- Higher education is a privilege, not a right. It is an opportunity to challenge yourself, your ideas, and your understanding of the natural and social world. Learning new ideas that challenge your understanding and beliefs can be unsettling. This is especially true of the field of sociology. Because of this, distracting behaviors are not tolerated; they divert attention away from critical class time. With that said, these behaviors (texting, surfing the internet, dipping, side-conversations, and other disruptive, disrespectful and distracting behaviors) will not be tolerated. You may be asked to leave the class to ensure that those behaviors do not detract from other people’s opportunities to engage. Being asked to leave or stop looking at your phones will have a negative impact on your attendance and etiquette grade.

Contacting the Professor:

- You can call me either Dr. Dan or Dr. Bartholomay (I know my last name is a mouthful). Should you need to contact me outside of class, the best way to do so is via email. Monday through Friday, I check my email multiple times a day. When you do contact me, treat your email as a formal document. Use proper grammar and punctuation. Begin your emails with a proper salutation, and be sure to include: 1) your first and last name, 2) the course and section number, and 3) the class meeting time in your e-mail. Here is a template you can use:

Dear Dr. Bartholomay:

Good afternoon!

My name is Jordyn Doe, and I am a student in your SOCI 1301.003 course that meets MWF from 11:00-11:50 a.m. I had a question about __________. If you could please get back to me at your earliest convenience, I would greatly appreciate it!

Sincerely,

Jordyn Doe
If you’d like to meet with me in person, you can always stop by my office during my scheduled office hours. If my office hours don’t work with your schedule, send me an email and we can schedule an alternative time.

**Academic Integrity & Plagiarism**

- When completing assignments, you may not copy an author’s words or ideas without citation. Plagiarism includes directly quoting or paraphrasing another author without providing proper citation. If you are unfamiliar with how to properly cite sources, please review this [link](#) and/or direct any questions to me. Failure to follow these policies can result in receiving a failing grade in this course and may be reported to the university for further action.

**Academic Advising**

- The College of Liberal Arts requires that students meet with an Academic Advisor as soon as they are ready to declare a major. Degree plans are prepared in the CLA Academic Advising Center. The University uses an online Degree Audit system. Any amendment must be approved by the Department Chair and the Office of the Dean. All courses and requirements specified in the final degree plan audit must be completed before a degree will be granted. The CLA Academic Advising Office is located in Driftwood #203. For more information please call 361-825-3466.

**Dropping a Class**

- I hope that you never find it necessary to drop this or any other class. However, events can sometimes occur that make dropping a course necessary or wise. **Please consult with your academic advisor, the Financial Aid Office, and me, before you decide to drop this course.** Should dropping the course be the best course of action, you must initiate the process to drop the course by going to the Student Services Center and filling out a course drop form. Just stopping attendance and participation WILL NOT automatically result in your being dropped from the class. **Friday, April 10th** is the last day to drop a class with an automatic grade of “W” this term.

**Grade Appeals**

As stated in University Procedure 13.02.99.C0.03, Student Grade Appeal Procedures, a student who believes that he or she has not been held to appropriate academic standards as outlined in the class syllabus, equitable evaluation procedures, or appropriate grading, may appeal the final grade given in the course. The burden of proof is upon the student to demonstrate the appropriateness of the appeal. A student with a complaint about a grade is encouraged to first discuss the matter with the instructor. For complete details, including the responsibilities of the parties involved in the process and the number of days allowed for completing the steps in the process, see University Procedure 13.02.99.C0.03, Student Grade Appeal Procedures. For assistance and/or guidance in the grade appeal process, students may contact the Dean’s office in the college in which the course is taught or the Office of the Provost. These documents are

Grading & Coursework

<table>
<thead>
<tr>
<th>Letter Grade</th>
<th>Percentage</th>
<th>Total Course Points Range</th>
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</thead>
<tbody>
<tr>
<td>A</td>
<td>100% - 90%</td>
<td>448 – 500</td>
</tr>
<tr>
<td>B</td>
<td>89% - 80%</td>
<td>398 – 447</td>
</tr>
<tr>
<td>C</td>
<td>79% - 70%</td>
<td>348 – 397</td>
</tr>
<tr>
<td>D</td>
<td>69% - 60%</td>
<td>298 - 347</td>
</tr>
<tr>
<td>F</td>
<td>59% &amp; below</td>
<td>297 &amp; below</td>
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Coursework: Weight: Points:

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<thead>
<tr>
<th>Coursework:</th>
<th>Weight:</th>
<th>Points:</th>
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</thead>
<tbody>
<tr>
<td>Attendance &amp; Etiquette</td>
<td>20%</td>
<td>100 Points</td>
</tr>
<tr>
<td>Guided Questions (GQ)</td>
<td>20%</td>
<td>100 Points</td>
</tr>
<tr>
<td>Exams</td>
<td>30%</td>
<td>150 Points</td>
</tr>
<tr>
<td>Real-Life Application Projects (RLAP)</td>
<td>30%</td>
<td>150 Points</td>
</tr>
<tr>
<td>Total:</td>
<td>100%</td>
<td>500 Points</td>
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Attendance & Etiquette

Woody Allen is credited with saying, “Showing up is 80 percent of life.” I agree. Therefore, I take attendance very seriously. Students who attend class regularly and engage in classroom instruction learn more and perform better on coursework. I want you to learn as much as possible, so I want you to come to class! I will do my best to make our class time FIRE: Fun, Interesting, Relevant, and Enlightening. However, you should also find your own drive to come to class. Education is a privilege that many do not have access to. Don’t take that for granted! Take advantage of this opportunity to
learn as much as you can about sociology. I truly believe that developing an understanding of the science of sociology is valuable and powerful skill. If nothing else, acknowledge that you are paying a lot of money to take college courses. Use that as an incentive to get the most you can out of this and other classes you are enrolled in. As further incentive to attend class regularly, 20% of your grade (100 points) is based solely off of your classroom attendance and etiquette. The points breakdown for attendance is as follows:

- 100 Points: 0-2 unexcused absences
- 80 Points: 3-4 unexcused absences
- 60 Points: 5-6 unexcused absences
- 40 Points: 7-8 unexcused absences
- 20 Points: 9-10 unexcused absences
- 0 Points: 11 or more unexcused absences

I will bring an attendance sign-in sheet to each class period. It is your responsibility to sign the attendance sheet before the end of class. Failing or forgetting to sign the attendance sheet will result in an unexcused absence, NO EXCUSES. If anyone is caught signing in a student other than themselves, the student forging a signature will automatically receive 0 points for the Attendance & Etiquette portion of their grade. That is considered cheating and will not be tolerated.

I understand that “life happens.” That is why you are able to have two unexcused absences without losing any points from the Attendance & Etiquette portion of your grade. Excused absences such as medical and family emergencies require documentation. If you know you are going to miss a class for a medical or family emergency ahead of time, you should let me know prior to your absence. Failing to follow the classroom etiquette rules can result in an unexcused absence. In other words, if you attend class but are disruptive (texting, having side conversations, etc.) you may lose your attendance credit for that class period. Students who arrive more than 5 minutes late and/or leave more than 5 minutes early will not receive attendance credit for that day.

**Guided Questions (GQ)**

Each week, you will be asked to submit responses to a series of Guided Questions pertaining to the assigned readings and videos for that week. The GQs for each week will be available on Blackboard in the weekly Course Content folders. The purpose of completing these GQ assignments is to ensure that you are coming to class prepared having read/viewed the course content each week. **You will submit your responses to the GQs on Blackboard each Tuesday no later than 9:15 am for Weeks 2, 3, 4, 5, 6, 7, 9, 10, 11, 12, 13, and 14.** As such, a total of 12 Guided Questions assignments will be collected throughout the semester. Each is worth 10 points.

You only need to complete 10 out of the 12 GQ assignments to attain the full 100 points for this portion of your grade (20% of your overall grade). That means you can miss two GQ assignments without having a negative impact on your grade. Since students could potentially earn 120 points if they complete all 12 GQ assignments and earn perfect scores, I will treat any points earned over the 100 possible points for this portion of your grade as extra credit. In other words, there is potential to earn up to 20 extra credit points if you successfully complete all 12 GQ assignments.
Exams

You will take two exams throughout the semester to assess your learning and mastery of course content. The exams may consist of multiple choice, short answer, and essay questions. Both exams will be administered online through our Blackboard course website.

Exam one will be made available on Friday, February 28 at 8:00 am, and it will remain available until Sunday, March 1 at 11:59pm.

Exam two will be made available on Friday, April 24 at 8:00 am, and it will remain available until Sunday, March 1 at 11:59pm.

You are only allowed one attempt for each exam. You are allowed to use your notes, but the exams are timed. This means you will need to study and be prepared for the exam, as you will not have time to try to look up answers to all of the questions.

Many people experience anxiety about testing. Try not to worry! I will do my best to prepare you for each exam and set you up for success. Each exam is worth 75 points, for a total 150 points (30% of your overall grade.)

Real-Life Application Projects (RLAP)

Exams are one way of assessing student learning, but they are not perfect. One shortcoming of exams is that they do not always present students opportunities to apply what they learn beyond the classroom setting. To address this, you will complete two Real-Life Application Projects. These projects will encourage you to demonstrate your comprehension of sociology by applying what we’ve covered in the course to your own life. These projects will vary in form, but they are designed to help accomplish the learning outcomes and skills outlined on page two of the syllabus. Detailed rubrics explaining the specific objectives and grading criteria for both of the projects will be provided. A total of two RLAPs will be collected throughout the semester. Each RLAP is worth 75 points, for a total of 150 points (30% of your overall grade).
# Course Schedule

<table>
<thead>
<tr>
<th>Week</th>
<th>Assigned Readings &amp; Videos:</th>
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<tbody>
<tr>
<td><strong>Intro to Sociology</strong></td>
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**Week 1**
- Tu 1/21 & Th 1/23
  - * Assigned Readings & Videos:  
    - Crash Course: What Is Sociology?  
    - Introduction to Sociology  
    - What Is Sociology?  
    - 1.4 Why Study Sociology?  
    - Sociological Imagination  
    - "The Promise"

**Week 2**
- Tu 1/28 & Th 1/30
  - Assigned Readings & Videos:  
    - Introduction to Sociological Research  
    - Crash Course: The Scientific Method  
    - Crash Course: Research Methods  
    - 2.1 Approaches to Sociological Research  
    - 2.2 Research Methods  
    - 2.3 Ethical Concerns  
    - Key Terms  
    - Section Summary

**Week 3**
- Tu 2/4 & Th 2/6
  - Assigned Readings & Videos:  
    - 1.2 The History of Sociology  
    - Crash Course: Three Sociological Theories  
    - Crash Course: Functionalism  
    - Crash Course: Conflict Theory  
    - Crash Course: Feminist Theory & Intersectionality  
    - 1.3 Theoretical Perspectives  
    - 4.2 Theoretical Perspectives on Society  
    - Key Terms  
    - Section Summary

**Week 4**
- Tu 2/11 & Th 2/13
  - Assigned Readings & Videos:  
    - Introduction to Socialization  
    - Crash Course: Social Development  
    - 5.1 Theories of Self-Development  
    - Crash Course: Socialization
<table>
<thead>
<tr>
<th>Week 5</th>
<th><strong>Culture</strong></th>
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<tr>
<td><strong>Week 5</strong></td>
<td><strong>Week 6</strong></td>
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<tr>
<td><strong>Tu 2/18 &amp; Th 2/20</strong></td>
<td><strong>Tu 2/25 &amp; Th 2/27</strong></td>
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<tr>
<td>Assigned Readings &amp; Videos:</td>
<td>Assigned Readings &amp; Videos:</td>
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<tr>
<td>- Introduction to Culture</td>
<td>- Introduction to Groups and Organizations</td>
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<tr>
<td>- Crash Course: Symbols, Values, and Norms</td>
<td>- Crash Course: Social Groups</td>
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<tr>
<td>- 3.1 What Is Culture?</td>
<td>- 6.1 Types of Groups</td>
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<tr>
<td>- 3.2 Elements of Culture</td>
<td>- 6.2 Group Size and Structure</td>
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<tr>
<td>- Crash Course: Culture</td>
<td>- Crash Course: Formal Organizations</td>
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<tr>
<td>- 3.3 Pop Culture, Subculture, and Cultural Change</td>
<td>- 6.3 Formal Organizations</td>
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<tr>
<td>- 3.4 Theoretical Perspectives on Culture</td>
<td>- Key Terms</td>
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<td>- Key Terms</td>
<td>- Section Summary</td>
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<td>- Section Summary</td>
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**Must Complete Exam 1 on Blackboard by Sunday, 3/1 by 11:59pm**

<p>| Week 7  | <strong>Social Stratification</strong> |</p>
<table>
<thead>
<tr>
<th>Tu 3/3 &amp; Th 3/5</th>
<th><strong>Assigned Readings &amp; Videos:</strong></th>
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<tbody>
<tr>
<td></td>
<td>• Introduction to Social Stratification in the United States</td>
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<tr>
<td></td>
<td>• Crash Course: Social Stratification</td>
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<td></td>
<td>• Crash Course: Social Class and Poverty</td>
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<tr>
<td></td>
<td>• 9.1 What Is Social Stratification?</td>
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<td>• 9.2 Social Stratification and Mobility in the United States</td>
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<td>• 9.3 Global Stratification and Inequality</td>
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<td>• 9.4 Theoretical Perspectives on Social Stratification</td>
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<td>• Key Terms</td>
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<td>• Section Summary</td>
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**Real-Life Application Project 1 Due at beginning of class, Th 3/5**

<table>
<thead>
<tr>
<th>Week 8</th>
<th>Spring Break</th>
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<tbody>
<tr>
<td>Tu 3/10 &amp; Th 3/12</td>
<td>No Class</td>
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<tr>
<td>Week 9</td>
<td>Race &amp; Ethnicity</td>
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<tr>
<td>Tu 3/17 &amp; Th 3/19</td>
<td><strong>Assigned Readings &amp; Videos:</strong></td>
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<tr>
<td></td>
<td>• Introduction to Race and Ethnicity</td>
</tr>
<tr>
<td></td>
<td>• Crash Course: Race</td>
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<tr>
<td></td>
<td>• 11.1 Racial, Ethnic, and Minority Groups</td>
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<tr>
<td></td>
<td>• Crash Course: Racial Discrimination</td>
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<tr>
<td></td>
<td>• 11.2 Stereotypes, Prejudice, and Discrimination</td>
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<tr>
<td></td>
<td>• 11.3 Theories of Race and Ethnicity</td>
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<tr>
<td></td>
<td>• 11.4 Intergroup Relationships</td>
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<td>• 11.5 Race and Ethnicity in the United States</td>
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<tr>
<td></td>
<td>• Key Terms</td>
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<td>• Section Summary</td>
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<td></td>
<td>• White Privilege</td>
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<p>| | Sex &amp; Gender |</p>
<table>
<thead>
<tr>
<th>Week 10</th>
<th>Assigned Readings &amp; Videos:</th>
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</thead>
</table>
| Tu 3/24 & Th 3/26 | • Introduction to Gender, Sex, and Sexuality  
| | • Crash Course: Sex & Sexuality  
| | • Crash Course: Gender Stratification  
| | • 12.1 Sex and Gender  
| | • 12.2 Gender  
| | • "Why a Woman Can Have a Penis"  
| | • Female Track Athletes with High Levels of Testosterone Must Suppress Levels to Compete  
| | • "Men Rigged a World Built for Them"  
| | • "Traditional Masculinity Can Hurt Boys" |
| Week 11 | Sexuality |
| Tu 3/31 | Assigned Readings & Videos: |
| | • 12.3 Sex and Sexuality  
| | • Key Terms  
| | • Section Summary |
| NO CLASS Th 4/2 |
| Week 12 | Marriage & Family |
| Tu 4/7 & Th 4/9 | Assigned Readings & Videos: |
| | • Introduction to Marriage and Family  
| | • Crash Course: Family  
| | • 14.1 What Is Marriage? What Is a Family?  
| | • 14.2 Variations in Family Life  
| | • 14.3 Challenges Families Face  
| | • Key Terms  
| | • Section Summary |
| Week 13 | Deviance & Crime |
| Tu 4/14 & Th 4/16 | Assigned Readings & Videos: |
| | • Introduction to Deviance, Crime, and Social Control  
| | • Crash Course: Deviance  
| | • 7.1 Deviance and Control  
| | • 7.2 Theoretical Perspectives on Deviance  
| | • Crash Course: Crime  
| | • 7.3 Crime and the Law |
### Week 14

**Tu 4/21**
**&**
**Th 4/23**

**Assigned Readings & Videos:**
- Introduction to Education
- [Crash Course: Education](#)
- 16.1 Education around the World
- 16.2 Theoretical Perspectives on Education
- [Crash Course: Educational Inequality](#)
- 16.3 Issues in Education
- Key Terms
- Section Summary

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**Must Complete Exam 2 on Blackboard by Sunday, 4/26 by 11:59pm**

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### Week 15

**Tu 4/28**
**&**
**Th 4/30**

**Student Choice Topic**

**Assigned Readings & Videos TBD**

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### Week 16

**Tu 5/5**

**Course Wrap-Up**

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**Scheduled final exam period: TBD**

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**Real-Life Application Project 2 Due**

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**As the instructor of this course, I reserve the right to make changes to this syllabus, this course, and coursework as I see fit. Any and all changes will be communicated to students thoroughly and in a timely fashion as to permit sufficient time for students to complete assignments, accordingly.**